

SALUDA SCHOOL DISTRICT

404 N. Wise Road
Saluda, S.C. 29138

GRADES PK-12

ENROLLMENT 2,100 Students

SUPERINTENDENT Dr. Pete Stone 864-445-8441

BOARD CHAIR Allen Harmon 864-445-7249

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	11	1	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This district met 26 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Below Average	N/A
2003	Average	Average	No
2004	Average	Excellent	No

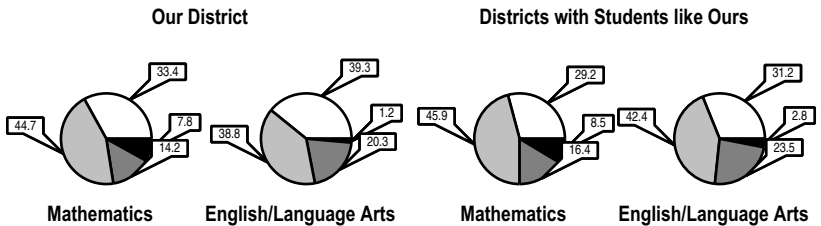
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	67.5	N/A	N/A	73.9	N/A	N/A
Passed 1 subtest	22.0	N/A	N/A	13.8	N/A	N/A
Passed no subtests	10.6	N/A	N/A	12.3	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	18.4	13.2
Seniors who met the SAT/ACT requirement	18.4	13.3
Seniors who met the grade point average	52.6	47.9

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,049	99.0	39.3	39.2	20.3	1.2	21.5
Gender							
Male	532	98.3	41.5	39.9	17.2	1.4	18.6
Female	517	99.6	37.1	38.5	23.4	1.0	24.4
Racial/Ethnic Group							
White	508	99.4	26.5	41.5	29.8	2.3	32.0
African-American	418	98.6	50.5	38.4	10.9	0.3	11.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	122	98.4	56.6	31.1	12.3	0.0	12.3
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	891	99.7	33.5	42.3	22.9	1.4	24.3
Disabled	158	94.9	74.5	20.6	5.0	0.0	5.0
Migrant Status							
Migrant	50	100.0	69.0	21.4	9.5	0.0	9.5
Non-Migrant	999	98.9	38.0	40.0	20.8	1.3	22.0
English Proficiency							
Limited English Proficient	80	97.5	70.1	25.4	4.5	0.0	4.5
Non-Limited English Proficient	969	99.1	37.1	40.2	21.5	1.3	22.8
Socio-Economic Status							
Subsidized meals	694	98.9	49.2	38.1	12.5	0.2	12.7
Full-pay meals	355	99.2	20.6	41.3	34.9	3.2	38.1
Mathematics							
All Students	1,049	99.1	33.0	44.9	14.3	7.9	22.2
Gender							
Male	532	98.7	33.1	43.1	15.0	8.8	23.8
Female	517	99.6	32.8	46.6	13.6	6.9	20.6
Racial/Ethnic Group							
White	508	99.4	20.3	45.4	20.3	14.0	34.3
African-American	418	98.8	44.6	44.6	8.8	2.0	10.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	122	99.2	47.7	43.9	7.5	0.9	8.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	891	99.7	26.5	47.9	16.4	9.2	25.6
Disabled	158	96.2	71.3	26.6	2.1	0.0	2.1
Migrant Status							
Migrant	50	100.0	52.4	38.1	9.5	0.0	9.5
Non-Migrant	999	99.1	32.1	45.2	14.5	8.2	22.7
English Proficiency							
Limited English Proficient	80	98.8	61.8	33.8	4.4	0.0	4.4
Non-Limited English Proficient	969	99.2	30.8	45.7	15.0	8.4	23.5
Socio-Economic Status							
Subsidized meals	694	99.1	42.3	46.5	8.5	2.8	11.3
Full-pay meals	355	99.2	15.4	41.9	25.3	17.4	42.7

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	181	99.4	34.3	33.1	31.4	1.2	32.5
	Grade 4	170	99.4	42.3	35.9	19.9	1.9	21.8
	Grade 5	183	97.8	52.4	37.5	8.9	1.2	10.1
	Grade 6	175	100.0	51.5	37.6	10.3	0.6	10.9
	Grade 7	162	100.0	42.0	43.4	12.6	2.1	14.7
	Grade 8	152	100.0	35.0	42.7	20.3	2.1	22.4
2004	Grade 3	184	97.2	23.5	36.5	37.1	2.9	40.0
	Grade 4	173	97.7	39.9	39.9	20.2	N/A	20.2
	Grade 5	173	98.8	39.4	43.0	15.2	2.4	17.6
	Grade 6	192	100.0	51.6	30.5	16.8	1.1	17.9
	Grade 7	173	100.0	40.6	44.7	14.1	0.6	14.7
	Grade 8	160	100.0	38.4	42.8	18.9	N/A	18.9

Mathematics								
2003	Grade 3	181	100.0	30.0	51.2	15.3	3.5	18.8
	Grade 4	170	100.0	28.0	55.4	14.6	1.9	16.6
	Grade 5	183	98.9	40.4	47.4	8.2	4.1	12.3
	Grade 6	175	100.0	37.0	33.9	18.8	10.3	29.1
	Grade 7	162	99.4	36.6	43.0	13.4	7.0	20.4
	Grade 8	152	100.0	31.5	45.5	16.8	6.3	23.1
2004	Grade 3	184	97.8	29.8	54.4	11.1	4.7	15.8
	Grade 4	173	98.3	32.9	45.1	16.5	5.5	22.0
	Grade 5	173	98.8	32.7	46.1	14.5	6.7	21.2
	Grade 6	192	100.0	33.7	37.9	15.8	12.6	28.4
	Grade 7	173	100.0	33.5	39.4	13.5	13.5	27.1
	Grade 8	160	100.0	36.5	46.5	13.2	3.8	17.0

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	126	98.4	15.6	30.3	33.6	20.5	54.1
Gender							
Male	68	97.1	18.2	30.3	30.3	21.2	51.5
Female	58	100.0	12.5	30.4	37.5	19.6	57.1
Racial/Ethnic Group							
White	72	98.6	5.6	19.7	43.7	31.0	74.6
African-American	44	97.7	28.6	47.6	16.7	7.1	23.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	108	99.1	11.3	29.2	35.8	23.6	59.4
Disabled	18	94.4	43.8	37.5	18.8	N/A	18.8
Migrant Status							
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	122	98.4	14.4	29.7	33.1	21.2	55.9
English Proficiency							
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	121	98.3	14.4	29.7	34.7	21.2	55.9
Socio-Economic Status							
Subsidized meals	54	100.0	30.2	35.8	24.5	9.4	34.0
Full-pay meals	72	97.2	4.3	26.1	40.6	29.0	69.6
Mathematics							
All Students	125	99.2	27.0	28.7	32.8	11.5	44.3
Gender							
Male	67	98.5	30.3	22.7	28.8	18.2	47.0
Female	58	100.0	23.2	35.7	37.5	3.6	41.1
Racial/Ethnic Group							
White	71	100.0	14.1	26.8	40.8	18.3	59.2
African-American	44	97.7	50.0	26.2	23.8	N/A	23.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	108	99.1	23.6	29.2	34.0	13.2	47.2
Disabled	17	100.0	50.0	25.0	25.0	N/A	25.0
Migrant Status							
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	121	99.2	28.0	27.1	33.1	11.9	44.9
English Proficiency							
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	120	99.2	28.0	27.1	33.1	11.9	44.9
Socio-Economic Status							
Subsidized meals	54	100.0	43.4	34.0	20.8	1.9	22.6
Full-pay meals	71	98.6	14.5	24.6	42.0	18.8	60.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	112	90.2%	114	18.4%	111	82.0%	N/A
Gender							
Male	59	89.8%	58	13.8%	58	77.6%	
Female	53	90.6%	56	23.2%	53	86.8%	
Racial/Ethnic Group							
White	74	100.0%	70	27.1%	70	92.9%	
African American	34	73.5%	41	4.9%	38	65.8%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	4	I/S	3	I/S	3	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	97	95.9%	99	21.2%	97	88.7%	
Disabilities other than speech	15	53.3%	15	0.0%	14	35.7%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	112	90.2%	114	18.4%	N/A	N/A	
English Proficiency							
Limited English proficient	2	I/S	1	I/S	0	N/A	
Non-LEP	110	90.9%	113	18.6%	111	82.0%	
Socio-Economic Status							
Subsidized meals	52	78.8%	49	16.3%	49	65.3%	
Full-pay meals	60	100.0%	65	20.0%	62	95.2%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	90.2%	94.1%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	111	359
Number of Diplomas	91	269
Rate	82.0%	74.9%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	467	480	483	500	950	980
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	17.8	17.5	17.4	18.3	18.3	19.1	18.3	18.9	18.1	18.6
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 2,100)				
First graders who attended full-day kindergarten	37.9%	N/C	98.7%	97.2%
Retention rate	5.4%	Up from 4.3%	5.4%	5.3%
Attendance rate	96.3%	Down from 96.8%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.7%		6.0%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	6.5%		5.3%	5.1%
Eligible for gifted and talented	11.1%	Up from 10.9%	11.2%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.7%	Down from 11.4%	12.3%	10.9%
Older than usual for grade	4.5%	Up from 3.7%	4.9%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.3%	0.9%	1.1%
Enrolled in AP/IB programs	13.1%	Down from 14.2%	10.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	35	Down from 100	121	157
Completions in adult education GED or diploma programs	9	Down from 16	34	39
Annual dropout rate	1.1%	Down from 1.4%	2.9%	2.9%
Teachers (n= 149)				
Teachers with advanced degrees	44.3%	Up from 40.9%	49.4%	50.0%
Continuing contract teachers	75.2%	Up from 73.8%	86.0%	84.6%
Highly qualified teachers**	90.6%	N/A	92.5%	92.5%
Teachers with emergency or provisional certificates	13.3%		4.3%	4.4%
Teachers returning from previous year	81.5%	Up from 80.2%	89.0%	89.9%
Teacher attendance rate	96.2%	Up from 95.5%	94.6%	94.7%
Average teacher salary	\$36,203	Up 2.3%	\$39,715	\$40,566
Vacancies for more than nine weeks	0.7%	N/C	0.5%	0.3%
Prof. development days/teacher	14.5 days	Up from 12.0 days	12.3 days	12.0 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 24.0 to 1	20.5 to 1	21.0 to 1
Prime instructional time	90.4%	Down from 90.8%	89.3%	89.5%
Dollars spent per pupil*	\$7,578	Down 7.9%	\$7,176	\$7,217
Percent of expenditures for teacher salaries*	51.9%	Down from 52.7%	55.8%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.3%	Up from 98.2%	96.7%	97.3%
Number of schools	5	Up from 4	10	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	Down from 2.4%	2.4%	4.3%
Average age in years of school facilities	23	Up from 22	26	26
Number of schools with SACS accreditation	4	No change	9	8
Average administrator salary	\$57,706		\$66,316	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	14.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

During the 2003-2004 school year, the district developed several new strategies for improvement while continuing its focus on reading and math.

We are pleased to report that through the continuation of our district-wide Math assessment, our math scores on PACT increased significantly. Our rate of improvement showed that Saluda County School District was among the top 11 districts across the state in 4 out of the 6 grade levels tested.

During this past summer, the district offered a 90-hour Balanced Literacy graduate course for ELA, Special Education, Social Studies and Science teachers. Literacy coaches were stationed at each school for continued guidance and support in the instruction of Balanced Literacy.

Several existing programs were revised and restructured, including the Parenting Program, Alternative School Program, Gifted and Talented Program, and ESOL Program. The school day was restructured at all the schools to provide in-depth academic assistance during academy time and team time. Through reorganization of the elementary school, we were able to create a separate PreK-2 Primary School. With the development of a "Parent Compact" the district was able to encourage further parental involvement and cohesiveness between parents and schools. The district also announced a new partnership with Amick Farms.

Saluda County School District received numerous awards during 2003-2004. One school received the Palmetto Gold Award for its second year, the District webpage received an Award de Merit, and the district and schools were awarded almost \$2 million in grants. Grants by the Fine Arts Department provided artists-in-residence and cultural performances for our students. Athletically, we had 8 out of 12 varsity sports to make the play-offs, our Varsity football team was named Region 2-AA Champions, and 5 students signed scholarships to play collegiate sports.

The 2003-04 school year was very positive and a year of growth. While the future will continue to present challenges, our school system is positioned for continued success.

Dr. Pete Stone, Superintendent